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ABSTRACT

A study was performed at the College of the Canyons, in Valencia, California, to compare the perceptions of students in basic skills courses with those of their teachers regarding the appropriateness of the recommended course placement in English as a Second Language (ESL), basic English, and basic math. A 10-question student survey and a 6-question faculty survey were distributed in class for each of 57 course sections studied. Results of the study included: (1) overall, there was very little difference between student and faculty perceptions of the appropriateness of course placement in basic skills English; (2) no significant differences were found by ethnicity, gender, or disability in any of the courses; (3) a significantly higher percentage of students under the age of 20 thought they should have been placed in higher level basic skills English courses than did those from other age groups; (4) overall, 84% of ESL students felt that they had been correctly placed, while the faculty felt that only 63% of the students belonged in their courses; (5) a significantly higher percentage of students under the age of 25 felt that they were incorrectly placed in an ESL course, while nearly all of those 25 and over felt they were correctly placed; (6) overall, there was very little difference between student and faculty perceptions of the appropriateness of placement in basic skills math courses; and (7) a significantly higher percentage of students 25 and older thought that they had been correctly placed in a basic math class compared to those below the age of 25. The survey instruments, a list of classes and course sections, and charts showing the organization of basic level courses are included. (MAB)

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College of the Canyons
SANTA CLARITA COMMUNITY COLLEGE DISTRICT

Student and Faculty Evaluation of Placement Results

June 1993

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N. J. Mattice

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Office of Institutional Development

JC930259

PURPOSE

This study is designed to compare the perceptions of students enrolled in and faculty teaching basic skills courses on the appropriateness of the recommended course placement.

METHODOLOGY

During the sixth week of the Spring 1992 semester, a memo was sent to all 31 faculty teaching ESL, basic skills English and math courses, asking for their assistance with the placement test validation process. The memo explained that they would receive a packet of surveys the following Monday morning and asked that they set aside ten minutes of class time during that week to administer the surveys.

Students were asked to respond to a ten-question survey and each faculty member was asked to respond to a six-question survey about the students in their class. A copy of the initial memo, the cover memo, including instructions for the faculty, and the two surveys are presented in Appendix A.

The seventh week of classes was selected so that enough time had elapsed for both the instructors and students to assess accurately the students' abilities in comparison to the course requirements, yet early enough to avoid the withdrawal of misplaced students.

Surveys were administered in courses which utilize the assessment scores to generate a placement recommendation. Packets were delivered for fifty-seven (57) course sections of 15 different classes.

English:	8 classes with 27 course sections
Math:	4 classes with 24 course sections
ESL:	3 classes with 6 course sections

A list of the classes and course sections surveyed is included in Appendix B.

Data from the returned surveys was keyed and placed into two data bases, one for students and one for faculty. The class identifier was entered for each survey, enabling the analysis of data by each class, i.e. English 090. Responses for all sections of the same class were totaled, i.e. all 13 sections of English 090 were added together when doing the analysis. Frequency distributions were run for each of the 15 classes, for both student and faculty data.

In addition, only those students who indicated that they were placed in the course because of the "placement test score they received at this college" were selected and frequency distributions run for each class. Finally, using all students enrolled in English, ESL and math, crosstabulations were run on the appropriateness of their placement by the variables of age, gender, disability and ethnicity. The Chi Square Statistic was calculated to test for significant differences between groups.

RESULTS

All faculty participated in the survey process, with completed surveys received from all 57 course sections.

Tables are presented with English, ESL and mathematics classes grouped together. The tables present data in response to the following set of questions.

Question 1: Do students and faculty in the class believe the student placement to be appropriate as determined by an assessment test score?

Question 2: Is there a differential response to placement satisfaction by age?

Question 3: Is there a differential response to placement satisfaction by gender?

Question 4: Is there a differential response to placement satisfaction by disability?

Question 5: Is there a differential response to placement satisfaction by ethnicity?

BASIC SKILLS ENGLISH

IT SHOULD BE NOTED THAT THE COLLEGE **NO LONGER USES** THE READING AND WRITING PLACEMENT TESTS IT WAS USING AT THE TIME OF THIS STUDY.

Table 1 shows that for all eight basic skills English courses offered in Spring 1992, 81% of the students placed in the courses through the use of placement test scores felt they had been correctly placed. The faculty teaching these courses felt that 83% of the students belonged in their courses. Overall, there was very little difference, proportionately, between student and faculty perceptions of the appropriateness of course placement in basic skills English classes.

a. Difference Between Student and Faculty Perceptions by Course

Table 1 shows three courses where there appear to be differences between student and faculty perceptions of the appropriateness of course placement. The diagram in Appendix C shows the level and sequence of reading and writing courses.

English 034: While only 2% of the students felt they should have been placed in a lower level course, faculty felt that 13% of the students enrolled in English 034 should have been placed in a lower level.

English 035: While 16% of the students felt they should have been placed in a higher level course, faculty felt that only 2% of the students enrolled in English 035 should have been placed in a higher level.

English 080: While 25% of the students felt they should have been placed in a higher level course, faculty felt that only 6% of the students enrolled in English 080 should have been placed in a higher level.

While there was a difference between student and faculty perceptions for English 033, the number of students was small (6).

These differences may have indicated difficulties with the placement test in appropriately placing students in these three courses. Further analysis would have been appropriate to determine whether there were differences in perceptions in all course sections.

b. Differential Responses for Special Groups

There were no significant differences found by ethnicity, gender or disability. See Tables 3 through 5.

Table 2 shows that a significantly higher percentage of students **under the age of 20** thought they should have been placed in higher level basic skills English courses than did those from other age groups. Many of these students had just graduated from high school and may have come expecting to be placed in college level courses.

Table 1
Students' and Faculty Perceptions of Appropriateness of Course Placement - English

	Students			Faculty *		
	In my opinion, I...			In my opinion, ___%...		
Course Students/Faculty	should be placed lower	belong here	should be placed higher	should be placed lower	belong here	should be placed higher
English 010 N = 12/19	0%	92%	8%	0%	95%	5%
English 011 N = 7/20	14%	86%	0%	0%	85%	15%
English 012 N = 4/18	0%	100%	0%	0%	100%	0%
English 033 N = 6/24	17%	83%	0%	4%	88%	8%
English 034 N = 77/137	2%	77%	21%	13%	70%	17%
English 035 N = 51/114	6%	78%	16%	9%	89%	2%
English 080 N = 63/98	2%	73%	25%	10%	84%	6%
English 090 N = 258/413	1%	84%	15%	10%	84%	6%
Total N = 478/843	**2%**	**81%**	**17%**	**10%**	**83%**	**7%**

* Faculty evaluations include all students enrolled in the course, regardless of method of placement.

Table 2
Students' Perceptions of Appropriateness of Course Placement in English by Age

	Students		
	In my opinion, I...		
Age	should be placed lower	belong here	should be placed higher
Less than 20 years old N = 196	1%	75%	24%
20 - 24 N = 146	1%	86%	13%
25 and over N = 129	6%	84%	10%
Chi Square (x^2) =	24.49 $p < .05$ Significant Difference		

Table 3
Students' Perceptions of Appropriateness of Course Placement in English by Gender

	Students		
	In my opinion, I...		
Gender	should be placed lower	belong here	should be placed higher
Male N = 200	2%	77%	21%
Female N = 271	3%	83%	14%
Chi Square (x^2) =	5.79 $p = .06$ Not Significant Difference		

Table 4
Students' Perceptions of Appropriateness of Course Placement in English by Disability

	Students		
	In my opinion, I...		
Disability	should be placed lower	belong here	should be placed higher
Not Disabled N = 420	2%	80%	18%
Disabled (physical, learning, etc.) N = 47	6%	83%	11%
Chi Square (x^2) =	4.85 p = .09 Not significant Difference		

Table 5
Students' Perceptions of Appropriateness of Course Placement in English by Race/Ethnicity

	Students		
	In my opinion, I...		
Ethnicity	should be placed lower	belong here	should be placed higher
White N = 305	1%	81%	18%
Latino N = 95	4%	84%	12%
African American N = 9	11%	67%	22%
Asian N = 36	3%	72%	25%
Other N = 22	0%	82%	18%
Chi Square (x^2) =	10.70 p = .22 Not significant Difference		

ENGLISH AS A SECOND LANGUAGE

IT SHOULD BE NOTED THAT THE COLLEGE **NO LONGER USES** THE ESL PLACEMENT TEST IT WAS USING AT THE TIME OF THIS STUDY.

Table 6 shows that for all three ESL courses offered in Spring 1992, 84% of the students placed in the courses through the use of placement test scores felt they had been correctly placed. The faculty teaching the courses felt that 63% of the students belonged in their courses. Overall, there was a difference, proportionately, between student and faculty perceptions of the appropriateness of course placement in ESL classes.

a. Difference Between Student and Faculty Perceptions by Course

Table 6 shows what appear to be differences between student and faculty perceptions of the appropriateness of course placement for all three ESL courses.

b. Differential Responses for Special Groups

There were no significant differences found by ethnicity, gender or disability. See Tables 8 through 10.

Table 7 shows that a significantly higher percentage of students under the age of 25 felt they were incorrectly placed in an ESL course, while nearly all of those 25 and over felt they were correctly placed. Caution must be used, however, because there were only 4 students in the "Less than 20" age group.

Table 6
Students' and Faculty's Perceptions of Appropriateness of Course Placement - ESL

	Students			Faculty *		
	In my opinion, I...			In my opinion, ___%...		
Course Students/Faculty	should be placed lower	belong here	should be placed higher	should be placed lower	belong here	should be placed higher
Enlish 051 N = 17/47	18%	76%	6%	17%	55%	28%
English 052 N = 20/47	10%	80%	10%	19%	57%	23%
English 053 N = 14/40	0%	100%	0%	18%	80%	2%
Total N = 51/134	**10%**	**84%**	**6%**	**18%**	**63%**	**19%**

* Faculty evaluations include all students enrolled in the course, regardless of method of placement.

Table 7
Students' Perceptions of Appropriateness of Course Placement in ESL by Age

	Students		
	In my opinion, I...		
Age	should be placed lower	belong here	should be placed higher
Less than 20 years old N = 4	75%	25%	0%
20 - 24 N = 11	18%	64%	18%
25 and over N = 36	0%	97%	3%
Chi Square (x^2) =	28.25 $p < .05$ Significant Difference		

Table 8
Students' Perceptions of Appropriateness of Course Placement in ESL by Gender

	Students		
	In my opinion, I...		
Gender	should be placed lower	belong here	should be placed higher
Male N = 18	17%	78%	6%
Female N = 31	7%	87%	6%
Chi Square (x^2) =	1.30 $p = .52$ Not significant Difference		

Table 9
Students' Perceptions of Appropriateness of Course Placement in ESL by Disability

	Students		
	In my opinion, I...		
Disability	should be placed lower	belong here	should be placed higher
Not Disabled N = 43	7%	88%	5%
Disabled (physical, learning, etc.) N = 4	25%	50%	25%
Chi Square (x^2) =	4.40 p = .11 Not significant Difference		

Table 10
Students' Perceptions of Appropriateness of Course Placement in ESL by Race/Ethnicity

	Students		
	In my opinion, I...		
Ethnicity	should be placed lower	belong here	should be placed higher
White N = 7	0%	100%	0%
Latino N = 26	19%	77%	4%
African American N = 0	--	--	--
Asian N = 12	0%	92%	8%
Other N = 6	0%	83%	17%
Chi Square (x^2) =	7.16 p = .31 Not significant Difference		

BASIC SKILLS MATHEMATICS

THE COLLEGE CONTINUES TO USE THE FOUR PLACEMENT TESTS OF THE MATHEMATICS DIAGNOSTIC TESTING PROJECT, THE TESTS THAT WERE IN USE AT THE TIME OF THIS STUDY.

Table 11 shows that for all four basic skills mathematics courses offered in Spring 1992, 82% of the students placed in the courses through the use of placement test scores felt they had been correctly placed. The faculty teaching these courses felt that 78% of the students belonged in their courses. Overall, there was little difference, proportionately, between student and faculty perceptions of the appropriateness of course placement in basic skills mathematics classes.

a. Difference Between Student and Faculty Perceptions by Course

Table 11 shows two courses where there appear to be differences between student and faculty perceptions of the appropriateness of course placement. The diagram in Appendix C shows the level and sequence of mathematics courses.

> Math 060: While only 5% of the students felt they should have been placed in a lower level course, faculty felt that 24% of the students enrolled in Math 060 should have been placed in a lower level.
>
> Math 070: While 22% of the students felt they should have been placed in a higher level course, faculty felt that only 1% of the students enrolled in Math 070 should have been placed in a higher level.

These differences may indicate difficulties with the placement test in appropriately placing students in these two courses. Both the predictive validity studies and the validation of placement rules studies will provide further evidence to help determine the appropriateness of the mathematics placement tests.

To explore this further, we looked at the math background of students. Do a higher percentage of students who have completed the lower level math course feel as though they were appropriately placed in the next level math course? Table 16 shows the results of these crosstabulations. Generally, a higher percentage of students who followed the progression of courses felt as though they were appropriately placed. For example, of the 10 students who had not completed any math and subsequently enrolled in Math 025, 100% said they felt as though they belonged in the course. Of those who had taken Basic Math and then enrolled in either Math 025 or Math 060, 85% and 86%, respectively, said they felt they belonged in the courses.

Students who had previously completed Geometry or higher were also enrolled in basic skills courses, even though one might expect them to be placed in college level math courses. From the open-ended comments, however, students indicated that they were taking refresher courses, many because it had been some time since they had taken a math course. For example, of the 38 students who had previously taken Algebra II, 92% indicated they belonged in Math 060 - Elementary Algebra. This illustrates the importance of multiple measures in the placement process.

b. Differential Responses for Special Groups

There were no significant differences found by ethnicity, gender or disability. See Tables 13 through 15. It should be noted that the Chi Square statistic for gender differences (Table 13) was very close to being significant, however. The four math placement tests should be monitored for gender differences in future studies.

Table 12 shows that significant differences were found by age. A significantly higher percentage of students 25 and over thought they had been correctly placed in basic skills math courses as compared to those below the age of 25.

Table 11
Students' and Faculty's Perceptions of Appropriateness of Course Placement - Math

	Students			Faculty *		
	In my opinion, I...			In my opinion, ___%...		
Course Students/Faculty	should be placed lower	belong here	should be placed higher	should be placed lower	belong here	should be placed higher
Math 025 N = 99/160	1%	85%	14%	8%	84%	8%
Math 057 N = 12/37	8%	83%	8%	14%	86%	0%
Math 060 N = 182/425	5%	82%	13%	24%	71%	5%
Math 070 N = 51/273	5%	82%	13%	24%	71%	5%
Total N = 344/895	**4%**	**82%**	**14%**	**18%**	**78%**	**4%**

* Faculty evaluations include all students enrolled in the course, regardless of method of placement.

Table 12
Students' Perceptions of Appropriateness of Course Placement in Math by Age

	Students		
	In my opinion, I...		
Age	should be placed lower	belong here	should be placed higher
Less than 20 years old N = 141	3%	78%	19%
20 - 24 N = 119	6%	78%	16%
25 and over N = 83	4%	93%	4%
Chi Square (x^2) =	12.38 $p < .05$ Significant Difference		

Table 13
Students' Perceptions of Appropriateness of Course Placement in Math by Gender

	Students		
	In my opinion, I...		
Gender	should be placed lower	belong here	should be placed higher
Male N = 156	3%	78%	19%
Female N = 186	5%	85%	10%
Chi Square (x^2) =	5.93 $p = .0515$ Not significant Difference		

Table 14
Students' Perceptions of Appropriateness of Course Placement in Math by Disability

	Students		
	In my opinion, I...		
Disability	should be placed lower	belong here	should be placed higher
Not Disabled N = 305	4%	81%	15%
Disabled (physical, learning, etc.) N = 33	3%	85%	12%
Chi Square (x^2) =	0.25 p = .88 Not significant Difference		

Table 15
Students' Perceptions of Appropriateness of Course Placement in Math by Race/Ethnicity

	Students		
	In my opinion, I...		
Ethnicity	should be placed lower	belong here	should be placed higher
White N = 250	5%	81%	14%
Latino N = 61	0%	85%	15%
African American N = 7	0%	71%	29%
Asian N = 11	9%	73%	18%
Other N = 13	0%	85%	15%
Chi Square (x^2) =	6.26 p = .62 Not significant Difference		

Table 16
Students' Perceptions of Appropriateness of Course Placement in Math by Highest Level Math Completed

Highest Level Math Completed	Course Enrolled	N	In my opinion, I... should be placed lower	belong here	should be placed higher
None	Math 025*	10	0%	**100%**	0%
	057	0	--	--	--
	060	6	17%	83%	0%
	070	1	100%	0%	0%
Basic Math	Math 025*	48	2%	**85%**	13%
	057	3	33%	67%	0%
	060*	42	14%	**86%**	0%
	070	0	--	--	--
Algebra I	Math 025	33	0%	79%	21%
	057	7	0%	100%	0%
	060	51	4%	88%	8%
	070*	13	0%	**100%**	0%
Geometry	Math 025	5	0%	80%	20%
	057	2	0%	50%	50%
	060	38	3%	92%	5%
	070	17	0%	65%	35%
Algebra II	Math 025	5	0%	80%	20%
	057	2	0%	50%	50%
	060	38	3%	92%	5%
	070	17	0%	65%	35%

* Appropriate math placement

DISCUSSION

READING, WRITING AND ESL:
Since the college no longer uses the placement tests for Reading, Writing and ESL that were in use at the time of this study, discussion of the findings will be of no further use to the Matriculation Program and the college.

MATHEMATICS:
These findings offer initial support that the mathematics placement tests are an effective means for placing students in basic skills mathematics courses at College of the Canyons. Both students and faculty felt that nearly 80% of the students had been placed properly (Students - 82%; Faculty - 78%).

There were significant differences found by age categories, however, with a higher percentage of older students showing satisfaction with course placement than those below the age of 25. Recent high school graduates enrolling at the college may expect to be placed in college level courses, rather than in basic skills math courses. On the other hand, students who have not taken a math course in several years may be more willing to rely on the math placement test results as a means of determining appropriate course placement.

Further studies of fairness will be performed using actual math placement test scores and final course grades as the criterion measure to determine whether disproportionate impact by age exists.

CONCLUSION

A relatively high percentage of students enrolled in and faculty who were teaching basic skills mathematics courses agreed that the placement tests for mathematics provide appropriate placement of students in basic skills mathematics courses.

The mathematics placement tests were not found to have disproportionate impact in terms of gender, ethnicity or disability. Significant differences were found to exist for age.

APPENDIX A:

MEMOS AND SURVEY FORMS

Santa Clarita Community College District

college of the canyons

26455 N. Rockwell Canyon Road • Santa Clarita, California • 91355
(805) 259-7800

DATE: February 26, 1992

TO: Faculty Distribution List

FROM: James W. Walker
Assistant Superintendent
Vice President of Instruction and Student Services

Nancy J. Mattice
Assistant Dean
Institutional Development

Audrey Green
Matriculation Coordinator

RE: VALIDATION OF PLACEMENT TEST CUT-OFF SCORES
CAMPUS MATRICULATION PROGRAM

Because College of the Canyons has already implemented an assessment and placement program, we must use alternative approaches in collecting and compiling evidence to validate the effectiveness of the program. One approach is to survey both students and faculty who are enrolled in or teaching basic skills courses.

We ask for your assistance with this effort.

During the week of March 2nd, the seventh week of classes, we ask that you make <u>ten minutes</u> of class time available for the surveys. Students will be asked to fill out a ten-question survey and you will be asked to respond to a brief six-question survey about the students in your class.

A packet of surveys will be placed in your mailbox on Monday, March 2nd.

We thank you for your willingness to participate in this evaluation of the campus Matriculation Program.

college of the canyons

Office of Institutional Development
26455 N. Rockwell Canyon Road
Santa Clarita, California 91355

(805) 259-7800 Extension 328
FAX: (805) 259-8302

DATE: March 2, 1992

TO:

FROM: Nancy J. Mattice
Assistant Dean of Institutional Development

RE: VALIDATION OF PLACEMENT TEST CUT-OFF SCORES
CAMPUS MATRICULATION PROGRAM

Please take ten minutes of your class time THIS WEEK to have your students complete the enclosed Student Learning Skills Questionnaires. We also ask that you take that time to fill in the enclosed Learning Skills Faculty Questionnaire.

PLEASE COMPLETE AND RETURN THE SURVEY PACKETS BY FRIDAY, MARCH 6TH.

INSTRUCTIONS:

1. Distribute the student surveys.

2. Tell students to read the explanation at the top of the survey and complete the ten questions.

3. Fill in the Faculty Survey.

4. Collect the Student Surveys and place the completed Faculty Survey on the top of the stack. Place them in the envelope provided.

5. Return the envelope to the campus mailbox of: Nancy Mattice by Friday, March 6th.

A report of the survey results will be prepared for the Matriculation Advisory Committee. Additional copies will be available upon request.

Thank you for your help with this project.

Enclosures

COLLEGE OF THE CANYONS
Office of Institutional Development

STUDENT LEARNING SKILLS QUESTIONNAIRE

This survey is being given to students enrolled in learning skills classes in English, reading, mathematics and ESL as part of an evaluation of the college's Matriculation Program. Please complete the form to the best of your ability. Your responses will have no effect upon your course grade.

Thank you for your cooperation.

Course Prefix and Number
(for example, Math 025): _____

1. **How were you placed in this course? (Circle One):**
   1 = Placement Test score received at this college
   2 = Placement Test score received at another college
   3 = Prerequisite course completed at this college
   4 = Prerequisite course completed at another college
   5 = Special Permission granted by Counselor
   6 = Special Permission granted by Instructor
   7 = Repeating this course
   8 = Other, please specify _____

2. **In my opinion, I (Circle One):**
   1 = Should have been advised to enroll in a lower level course.
   2 = Belong in this course.
   3 = Should have been advised to enroll in a higher level course.

3. **Is English your primary language? (Circle One):**
   1 = Yes
   2 = No

4. **How many years did you study English while attending high school? (Circle One):**
   0 = None
   1 = 1 Year
   2 = 2 Years
   3 = 3 Years
   4 = 4 Years

5. **What is the highest Math course you have completed? (Circle One):**
   0 = None
   1 = Basic Math
   2 = Algebra I
   3 = Geometry
   4 = Algebra II
   5 = Trigonometry/Precalculus

6. **Sex (Circle One):**
   1 = Male
   2 = Female

7. **Disability (Circle One):**
   1 = None
   2 = Physical (Visual, etc.)
   3 = Communication (Hearing, etc.)
   4 = Other (Learning, etc.)

8. **Age (Circle One):**
   1 = Less than 20 years old
   2 = 20 to 24 years old
   3 = 25 to 29 years old
   4 = 30 to 49 years old
   5 = 50 or more years old

9. **Student Ethnicity (Circle One):**
   01 = White, Non-Hispanic
   02 = Mexican-American, Hispanic
   03 = Central American
   04 = South American
   05 = Other Hispanic
   06 = Black, Non-Hispanic
   07 = Chinese
   08 = Filipino
   09 = Indian
   10 = Japanese
   11 = Korean
   12 = Vietnamese
   13 = Other Asian
   14 = Pacific Islander
   15 = American Indian/Alaskan Native
   16 = Middle Eastern (Arabian, Iranian, etc.)
   17 = Other Non-White

10. **Social Security Number:** _____ - ____ - _____

THANK YOU FOR YOUR ASSISTANCE.

COLLEGE OF THE CANYONS
Office of Institutional Development

LEARNING SKILLS FACULTY QUESTIONNAIRE

This survey is being given to faculty teaching learning skills classes in reading, English, mathematics and ESL as part of an evaluation of the college's Matriculation Program. Please complete one form for each class you teach this term.

Your response to item 5 should reflect students who may have withdrawn from your course to reenroll in a more difficult or easier course.

Thank you for your cooperation.

Course Prefix and Number
(for example, Math 025): _____

1. **How many terms have you taught this specific course?**

   _____ terms

2. **How many terms have you taught remedial or developmental courses to college students?**

   _____ terms

3. **Are you aware of <u>how</u> the students were placed in this course? (Circle One):**

   0 = None of them
   1 = Some of them
   2 = Most of them
   3 = All of them

4. **Are you aware of the Placement Test scores of the students in this course? (Circle One):**

   0 = None of them
   1 = Some of them
   2 = Most of them
   3 = All of them

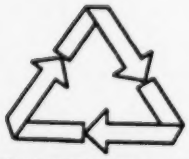
5. Please estimate the number and percentage of students who, in your professional judgement, are underprepared, overprepared or properly placed in this course:

	Number	Percentage
Should have been advised to enroll into a lower level course	_____	_____
Belong in this course	_____	_____
Should have been advised to enroll into a higher level course	_____	_____

6. I am employed ___ by the College. (Circle One)

1 = Full-time
2 = Part-time

THANK YOU FOR YOUR ASSISTANCE.



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College of the Canyons
"Creating Opportunities for the Future"

APPENDIX B:

LIST OF CLASSES AND COURSE SECTIONS

VALIDATION OF PLACEMENT TEST CUT-OFF SCORES PROJECT
REMEDIAL COURSES/SPRING 1992

COURSE ID	FACULTY	1ST CENSUS	TOTAL	
English 010	Wendy Strauss	30	30	
English 011	Wendy Strauss	26	26	
English 012	Wendy Strauss	21	21	
English 033	Coralee Funaro	25	25	
English 034	Floyd Moos	32		
	Marsha Duxbury	33		
	" "	27		
	Debra Ballard	38	130	
English 035	Rebecca Lord	34		
	Donna Davidson	39		
	Mary Gould	38	111	
~~English 063~~	~~Eliz Handley~~	~~15~~	~~15~~	
English 080	Betty Spilker	39		
	" "	42		
	Floyd Moos	31	112	
English 090	Floyd Moos	33		
	Diane Ayres	33		
	Betty Spilker	37		
	Floyd Moos	32		
	Diane Ayres	31		
	Betty Spilker	39		
	Jody Shaffer	32		
	Maryann Hammers	32		
	" "	30		
	Kim Gurnee-Simon	36		
	Debra Ballard	37		
	Eliz. Handley	36		
	Debra Ballard	36	444	914

ESL				
English 051	Robin Stern	21		
	" "	19	40	
English 052	Robin Stern	21		
	" "	22	43	
English 053	Robin Stern	14		
	" "	21	35	118
Math 025	Dennis Morrow	42		
	Linda Trexel	40		
	Sandra Sandler	33		
	Bob Tolar	42	157	
Math 057	John Kofmehl	39	39	
Math 058	John Kofmehl	31	31	
Math 060	Marlene Demerjian	38		
	Tom Lawrence	42		
	Lee Corbin	40		
	" "	42		
	Dennis Morrow	40		
	M. Demerjian	39		
	Lee Corbin	39		
	William Stoehr	35		
	Anthony Rose	44		
	Raisa Ivanova	39		
	Alfred Van Lennep	42	440	
Math 070	Tom Lawrence	48		
	Bob Tolar	43		
	" "	40		
	Sydney Shanks	36		
	Lee Corbin	33		
	Edward Kohn	37		
	Robert Miller	31		
	John Brussolo	33	301	968

NUMBER OF FACULTY SURVEYS NEEDED - 59

NUMBER OF STUDENT SURVEYS NEEDED - 2,000

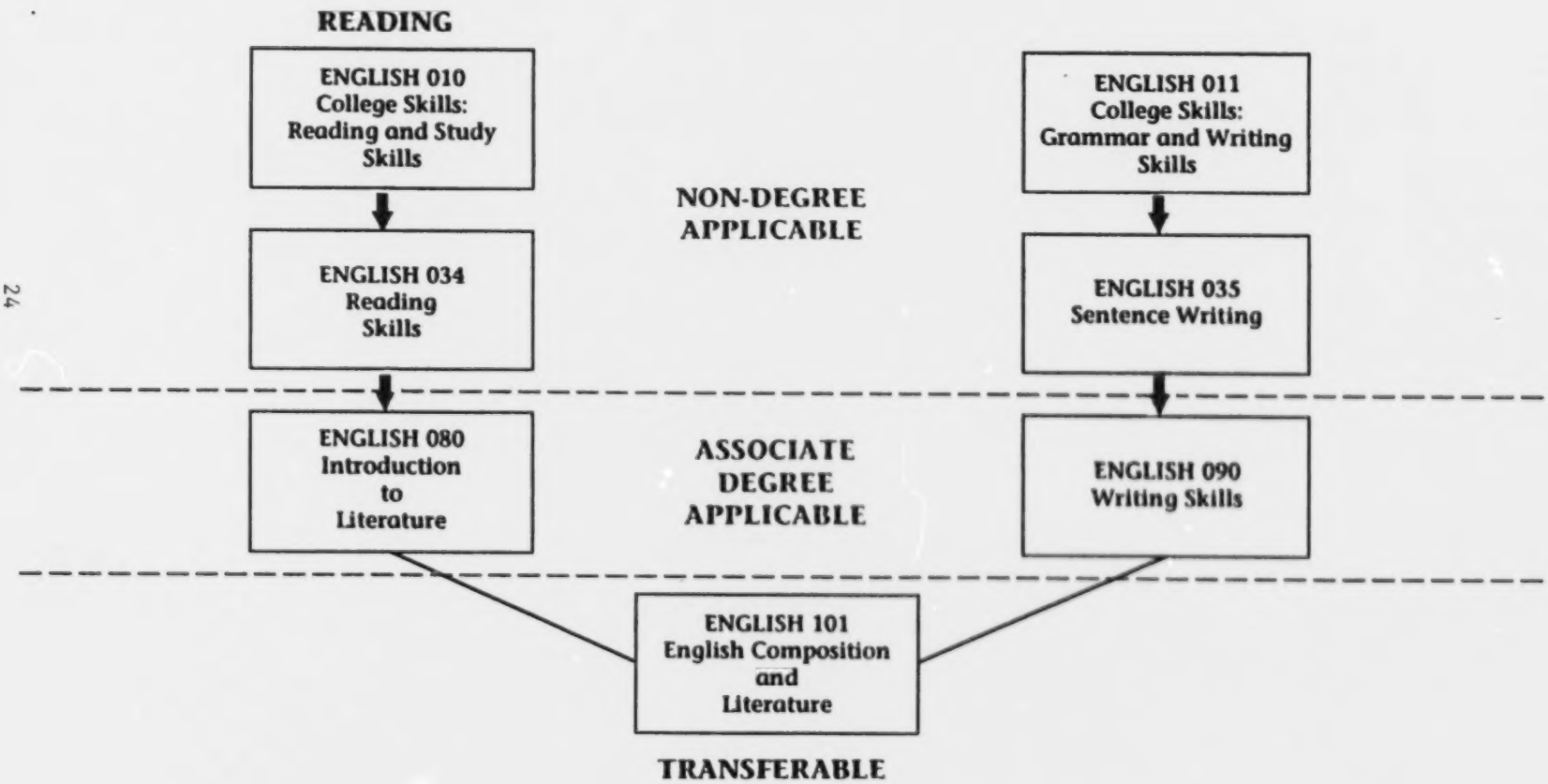
2/26/92 - Office of Institutional Development

APPENDIX C:

ENGLISH COURSE SEQUENCE

PREREQUISITES FOR MATHEMATICS COURSES

ENGLISH COURSE SEQUENCE



PREREQUISITES FOR MATHEMATICS COURSES

Arrows show prerequisites; see the College of the Canyons catalog for details.